A close-up photograph of a baby with bright blue eyes and dark hair, peeking out from under a vibrant green blanket. The baby's hands are resting near their chin, and they have a curious expression. The background is softly blurred, showing a patterned fabric.

Utah's Early Learning Guidelines Birth to Age Three

A photograph of a toddler with light brown hair, captured in the act of blowing a dandelion seed. The child's eyes are closed, and their mouth is slightly open. The background is a bright, out-of-focus outdoor scene with green foliage and a large, glowing light source, creating a bokeh effect.

Early
Childhood
Indicators of
Progress

Adopted with permission from the Minnesota's Early Childhood Indicators of Progress

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Introduction

The years from birth to three are thought to be the most important years when it comes to human development. The things that a child learns in those first years will be the foundation of lifelong learning.

Infants and toddlers are cared for, nurtured, and educated in a variety of settings, including:

- their own homes;
- family, friend and neighbor homes;
- family child care homes;
- child care centers; and
- specific education programs.

Utah's Early Learning Guidelines for Birth to Three will help families, childcare providers, people in the community, and policymakers to support the best learning and development for young children.

Purpose and Goals

Utah's Early Learning Guidelines for Birth to Three provide a framework for understanding developmentally appropriate expectations for infants and toddlers. These guidelines come from research by The National Infant and Toddler Child Care Initiative about what children should know (understand) and do (competencies and skills) in different domains of learning

The document was developed with three goals in mind:

1. To help parents and other caregivers understand what young children should be doing socially, emotionally, physically, cognitively, and communicatively at certain points during the first three years
2. To promote healthy child growth and development, high quality child care and early childhood education.
3. To provide common language for those who are providing services to benefit families with infants and toddlers.

This publication
will help families, childcare providers, people in the community, and policymakers to support the best learning and development for young children.

Guiding Principles

- 1. Infants and toddlers develop in the context of their families, cultures and communities.** Children are unique with their own temperaments and rates of development. Development is the result of many different factors, including physical and emotional health and well-being, nutrition, sensitive and responsive caregiving and the quality of the environment. The values and practices of family, culture and community influence each child. Especially for very young children, the family provides the most important components for learning. These family influences must be supported by other early care and education settings where young children spend time.
- 2. Nurturing and responsive caregiving helps infants and toddlers develop secure and trusting relationships.** Infants and toddlers with secure and trusting relationships are better able to learn, play and grow. Infants and toddlers are active learners who learn through play, interaction with others and active exploration of their environment.
- 3. The years from birth to three represent a period of rapid growth and development and are critical for the healthy development of young children.** Development begins prenatally and learning during infancy provides the foundation for school readiness and success in school and life. Positive early experiences can help reduce developmental delays and foster optimal growth and development.
- 4. Multiple abilities and skills are developing simultaneously in a child's first three years of life.** As these abilities and skills emerge, each affects the development of the others. Development of the whole child requires maximizing potential across multiple domains. Some infants and toddlers with disabilities will make progress on the skills, behaviors and concepts at varying rates. Children with special needs can be identified and receive intervention services to increase and enhance their ability to achieve these developmental expectations.
- 5. Individual children vary considerably in their rate of progress in achieving developmental milestones or benchmarks.** Chronological age alone is not a good measure of child development because the many influences on development result in a wide range of individual variations.



Early learning guidelines: What they are and are not

Utah's Early Learning Guidelines for Birth to Three are a resource to support the learning and development of infants and toddlers and enhance the quality of early care and education for infants and toddlers. The framework also provides guidance for parents and caregivers in planning and implementing appropriate activities and strategies to support growth and development.

The *Early Learning Guidelines for Birth to Three* are not intended to be an assessment tool. Instead, the guidelines and framework identify the ways to best support quality instruction and individual growth.

How the guidelines work

The *Early Learning Guidelines for Birth to Three* are divided into four domains that reflect the full range of child development. These domains are social/emotional, language/communication, cognitive and physical. Each domain of development is related to and influences the others. The domains are further divided into components that discuss important areas of infant and toddler development within each domain. The guidelines include indicators, examples and suggested strategies that parents and family members can use to better understand and support their children's development during these early formative years. Each of the indicators is divided into three broad age groups that are commonly used to describe major changes during the infant and toddler period:

Young infants between the ages of birth to 8 months



Older infants between the ages of 8 months to 18 months.



Toddlers between 18 months and 36 months



Summary of Utah's Early Learning Guidelines for Birth to Three

DOMAIN I: Social and Emotional Development

COMPONENTS:	Trust and Emotional Security Self-Awareness Self-Regulation Relationships with Other Children
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DOMAIN II: Language Development and Communication

COMPONENTS:	Listening and Understanding Communicating and Speaking Emergent Literacy
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DOMAIN III: Cognitive Development

COMPONENTS:	Exploration and Discovery Memory Problem Solving Imitation and Symbolic Play
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DOMAIN IV: Physical and Motor Development

COMPONENTS:	Gross Motor Development Fine Motor Development Physical Health and Well-Being
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Overview and Definitions

Term and definition	Example as used in booklet		
A DOMAIN is a major area of development.	DOMAIN I: Social and Emotional Development		
A COMPONENT is a subpart of each of the domains.	COMPONENT: Trust and emotional security		
Indicators define expectations for a specific, observable outcome for the child.	INDICATORS of developing trust and emotional security	Engages in behaviors that build relationships with familiar adults Shows preference for familiar adults Responds to unfamiliar adults cautiously Seeks to find comfort in new situations Shows emotional connection and attachment to others	
Examples are used to guide parents, caregivers and teachers in the interpretation and application of the indicators. Examples are given for each of the three age groups.	EXAMPLES of behaviors that show development of trust and emotional security		
	Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
	Looks intently at familiar human faces Follows movement of caregiver about the room with eyes 	Greets family caregiver with a smile, hug or kiss Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort 	Says “Hi” or “Bye-bye,” smiles or waves when familiar people enter or leave the room Looks for or asks for “Mama” or familiar adult when they fall down or get hurt 
Strategies to facilitate infant and toddler development are given for the components and indicators for each of the three age groups.	SOME CAREGIVER STRATEGIES for promoting trust and emotional security		
	Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
	Respond to baby’s messages and cues and try to determine baby’s needs Provide a limited number of consistent caregivers who baby relates to on a regular basis	Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance Acknowledge baby’s feelings of anxiety and allow baby to use primary caregiver for security	Talk with toddler about where you are going and when you will return Give toddler a familiar toy, blanket or book to provide comfort and reassurance in your absence
Caregiver in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in the child’s life.			

Early Childhood Indicators of Progress—Birth to Three

Summary of Utah's Early Learning Guidelines

DOMAIN I: SOCIAL AND EMOTIONAL DEVELOPMENT			
0-8 mos.	8-18 mos.	18-36 mos.	
			Trust and Emotional Security
			Engages in behaviors that build relationships with familiar adults
			Shows preference for familiar adults
			Responds to unfamiliar adults cautiously
			Seeks ways to find comfort in new situations
			Shows emotional connection and attachment to others
			Relationships with Other Children
			Shows interest in and awareness of other children
			Responds to and interacts with other children
			Begins to recognize and respond to other children's feelings and emotions
			Begins to show concern for others
			Learns social skills, and eventually words, for expressing feelings, needs and wants
			Uses imitation or pretend play to learn new roles and relationships
			Self-Awareness
			Expresses feelings and emotions through facial expressions, sounds or gestures
			Develops awareness of self as separate from others
			Shows confidence in increasing abilities
			Self-Regulation
			Begins to manage own behavior and show self-regulation
			Shows ability to cope with stress
			Shows increasing independence
			Understands simple routines, rules or limitations



DOMAIN II: LANGUAGE DEVELOPMENT AND COMMUNICATION

0-8 mos.	8-18 mos.	18-36 mos.	
			Listening and Understanding
			Shows interest in listening to sounds
			Listens with interest to language of others
			Responds to verbal communication of others
			Responds to nonverbal communication of others
			Begins to understand gestures, words, questions or routines
			Communicating and Speaking
			Uses sounds, gestures, or actions to express needs and wants
			Uses consistent sounds, gestures or words to communicate
			Imitates sounds, gestures or words
			Uses sounds, signs or words for a variety of purposes
			Shows reciprocity in using language in simple conversations
			Emergent Literacy
			Shows interest in songs, rhymes and stories
			Shows interest in photos, pictures and drawings
			Demonstrates interest and involvement with books
			Begins to recognize and understand symbols



Early Childhood Indicators of progress—Birth to Three

Summary of Utah's Early Learning Guidelines Cont.

DOMAIN III: COGNITIVE DEVELOPMENT

			Exploration and Discovery
			Pays attention to people and objects
			Uses senses to explore people, objects and the environment
			Attends to colors, shapes, patterns or pictures
			Shows interest and curiosity in new people and objects
			Makes things happen and watches for results or repeats action
			Memory
			Shows ability to acquire and process new information
			Recognizes familiar people, places and things
			Recalls and uses information in new situations
			Searches for missing or hidden objects
			Problem Solving
			Experiments with different uses for objects
			Shows imagination and creativity in solving problems
			Uses a variety of strategies to solve problems
			Applies knowledge to new situations
			Imitation and Symbolic Play
			Observes and imitates sounds, gestures or behavior
			Uses objects in new ways or in pretend play
			Uses imitation or pretend play to express creativity and imagination



DOMAIN IV: PHYSICAL AND MOTOR DEVELOPMENT



0-8 mos.	8-18 mos.	18-36 mos.	
			Gross Motor Development
			Moves body, arms and legs with coordination
			Demonstrates large muscle balance, stability, control and coordination
			Develops increasing ability to change positions and move body from place to place
			Moves body with purpose to achieve a goal
			Fine Motor Development
			Uses hands or feet to make contact with objects or people
			Develops small muscle control and coordination
			Coordinates eye and hand movements
			Uses different actions on objects
			Controls small muscles in hands when doing simple tasks
			Physical Health and Well-Being
			Shows characteristics of healthy development
			Responds when physical needs are met
			Expresses physical needs nonverbally or verbally
			Participates in physical care routines
			Begins to develop self-help skills
			Begins to understand safe and unsafe behaviors



The social and emotional domain includes the development of trust and **emotional security, self-awareness, self-regulation** and the beginning of relationships with adults and other children. The healthy development of social and emotional competence greatly affects the development of skills and abilities in all the other domains. The sense of trust and emotional security that infants and toddlers develop within their families, cultures and communities shapes their interactions and relationships throughout their lives.

- Emotional Security**—feeling of personal stability.
- Self-awareness**—individual's perception of themselves.
- Self-regulation**—ability to control one's actions.

DOMAIN I: Social and Emotional Development

Purpose: To approach the world with a sense of trust and emotional security

COMPONENTS:	Trust and Emotional Security Self-Awareness Self-Regulation Relationships with Other Children
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Case Studies

Young Infant (Birth to 8 months)



Ariel, age 3 months, spends a lot of time staring at her mother's face. She especially looks at her eyes and mouth. Mother and baby often have long moments locked in these mutual gazes. When Ariel's mother talks to her, she quiets her body, listens intently and sometimes smiles. Ariel's mother cut out some photos of baby faces from a magazine and put them on the refrigerator. Ariel likes to look at the photos when they walk by and mother talks with Ariel about what they see and points to and identifies the eyes, nose and mouth.



Older Infant (8 to 18 months)

Katy, age 15 months, has just met her new baby cousin, Laura. She is fascinated by what looks like a new baby doll! While her mother holds the baby, Katy pokes with her finger at the baby's tummy and then touches Laura's face. Then she looks at her own tummy and touches her own face. She is surprised when the baby starts to cry. Katy's mother tells her to be gentle with the baby and they talk softly to quiet Laura. Katy starts to smile and then laughs and gives the baby a big hug.



Toddler (18 to 36 months)

Destiny, age 30 months, and **Alex, age 28 months**, are learning to play together and enjoy each other's company. Their mothers often take them to the playground together. They usually play near each other although they may be doing different things. When Alex fell off the climber and started crying, Destiny ran to get her mother, even though Alex's mother was right there. She knows from experience that her mother will comfort and take care of children when they are hurt.



DOMAIN I: Social and Emotional Development

COMPONENT: Trust and Emotional Security

INDICATORS:	<ul style="list-style-type: none"> Engages in behaviors that build relationships with familiar adults Shows preference for familiar adults Responds to unfamiliar adults cautiously Seeks to find comfort in new situations Shows emotional connection and attachment to others
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Examples of behaviors that show development of trust and emotional security

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<ul style="list-style-type: none"> Looks intently at familiar human faces Follows movement of caregiver about the room with eyes Accepts comfort by familiar caregiver when tired, hungry or upset Responds with smiles and cooing when picked up by familiar caregiver Avoids eye contact with strange adults Looks at caregiver's face while being held for feeding Looks for familiar caregiver when tired, hungry or upset 	<ul style="list-style-type: none"> Greets familiar caregiver with a smile, hug or kiss Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort Prefers comfort from familiar adult when tired or hungry Enjoys looking at, pointing to or naming familiar people in family photos Calls for "Mama" or familiar person when in a new situation 	<ul style="list-style-type: none"> Says "Hi" or "Bye-bye," smiles or waves when familiar people enter or leave the room Looks for or asks for "Mama" or familiar adult when falling down or getting hurt Greets familiar caregivers with enthusiasm when they return to the room Reaches for familiar caregiver when an unfamiliar adult approaches Wants to take a familiar toy or blanket along on a trip or a visit to a new place Accepts reassurance in a telephone conversation with a member of the family



Some *Caregiver* strategies for promoting trust and emotional security



Young Infant (Birth to 8 months)

Respond to baby's messages and cues and try to determine baby's needs

Provide a limited number of consistent caregivers who baby relates to on a regular basis

Hold baby during feeding times and talk to baby in soothing and reassuring tones

Comfort baby by holding close, rocking or talking quietly when baby is crying or upset

Introduce baby to new adults gradually and follow baby's cues when baby is ready to be held by others

Provide favorite toys, familiar blankets or other objects to hold or play with when baby is not with primary caregiver

Cuddle, hug, talk or sing to baby to show how much you enjoy being with the baby



Older Infant (8 to 18 months)

Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance

Acknowledge baby's feelings of anxiety and allow baby to use primary caregiver for security in the presence of unfamiliar adults

Allow baby time to get to know a new caregiver while you are present

Talk with baby about where you are going and when you will return

Accept baby's cries and protests when you leave as a sign that baby knows and trusts you and feels a sense of security when you are near

Offer reassurance and leave familiar pictures, favorite toys or a blanket with baby when you are gone



Toddler (18 to 36 months)

Talk with toddler about where you are going and when you will return

Give toddler a familiar toy, blanket or book to provide comfort and reassurance in your absence

Have photos of familiar adults and caregivers available when toddler is feeling stressed or upset and talk about the people in the photos

Make yourself available as a source of safety and security when toddler ventures out to explore and play

Name familiar people in photos; talk about who they are and what they are doing

Reassure toddler often that familiar adults will return and help the child begin to understand when; describe a time that mommy will be back, such as, "after lunch" or "after your nap"

Provide encouragement for toddler to try a new climber or other activity while you remain close to offer support



DOMAIN I: Social and Emotional Development

COMPONENT: Self-Awareness

INDICATORS:	<p>Expresses feelings and emotions through facial expressions, sounds or gestures</p> <p>Develops awareness of self as separate from others</p> <p>Shows confidence in increasing abilities</p>
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Examples of behaviors that show development of self-awareness

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Stares at own hands or feet as they move</p> <p>Expresses feelings of comfort, discomfort, enjoyment or unhappiness</p> <p>Looks at own reflection in the mirror as if it were another baby</p> <p>Attends to other people's faces and pictures or drawings of faces</p>	<p>Expresses emotions, such as sadness, happiness, anger and surprise</p> <p>Smiles at own reflection in mirror or makes sounds when looking at image in the mirror</p> <p>Shows likes and dislikes for particular toys, blankets or other objects</p> <p>Claps hands for self after running round and round the table</p>	<p>Recognizes and identifies own emotions, such as, "I'm sad" or I'm happy"</p> <p>Shows recognition of self while looking in mirror and touching nose, head or some other body part that toddler can see only with a mirror</p> <p>Calls self by name and begins to use words, such as "I" or "me"</p> <p>Says or uses sign language for "mine" and holds toy or other object close when someone wants to take favorite possession</p>



Some *Caregiver* strategies for promoting self-awareness



Young Infant (Birth to 8 months)

Recognize and respect baby's feelings and talk about what baby might be experiencing or expressing

Express your feelings with your facial expressions, tone of voice and body language when interacting with baby

Talk about what you are feeling, for example, whether you are happy or sad

Talk with baby and use his/her name in conversation with baby

Provide opportunities for baby to see his/her reflection in a mirror



Older Infant (8 to 18 months)

Imitate baby's facial expressions and watch to see if baby imitates faces you make

Play naming games about parts of the face or body while holding baby or while looking in the mirror

Describe and label emotions and facial expressions for baby. For example, when the baby is sad or happy, show how "sad" or "happy" feels with your voice and facial expressions

Acknowledge baby's new emerging skills and abilities



Toddler (18 to 36 months)

Help toddler understand feelings by "reading" facial expressions and body language and talk about what you think the toddler might be feeling or expressing

Provide opportunities for toddler to try to do things independently

Allow toddler to keep favorite toys or possessions in a special place

Acknowledge toddler's increasing abilities to interact with others, get what is needed or wanted and solve problems

Recognize toddler's ability to identify own characteristics, such as size, hair color or gender



DOMAIN I: Social and Emotional Development

COMPONENT: Self-Regulation

INDICATORS:	<ul style="list-style-type: none"> Begins to manage own behavior and show self-regulation Shows ability to cope with stress Shows increasing independence Understands simple routines, rules or limitations
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Examples of behaviors that show self-regulation

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<ul style="list-style-type: none"> Expects a response from a caregiver when crying or upset Stops crying when held and gently rocked or talked to by familiar caregiver Sucks fist, thumb or pacifier for calming down when upset Looks for familiar caregiver, favorite toy or blanket Opens mouth for spoon while being fed by caregiver 	<ul style="list-style-type: none"> Sucks on fingers or thumb to calm self when upset or in a new situation Moves arms, legs or body to get own bottle or toys Understands what “No” means and may tell self “No-No” Holds own bottle or feeds self with fingers Copes with stress by playing with familiar toys in a favorite spot Plays quietly with a toy while waiting to get up from a nap 	<ul style="list-style-type: none"> Tries to clean up own spills or messes Wants to put on shoes or coat without help Claps hands and shows others after completing a puzzle and then waits for a response from others Says “No” or shakes head when doesn’t want to do something or doesn’t like something Waits for adult before going outside or crossing the street



Some *Caregiver* strategies for promoting self-regulation



Young Infant (Birth to 8 months)

During caregiving routines and at other times, talk with baby about what you are doing and what will happen next

Provide opportunities for baby to explore with you, other people, places and things in the environment

Notice baby's responses to stressful situations and the baby's ways of seeking comfort and coping with stress

Help baby find ways of calming self by reducing distractions, bright lights and loud noises when baby is tired or upset



Older Infant (8 to 18 months)

Call baby by name and describe actions you are doing with baby

Take along familiar toys or blankets for baby when visiting a new place

Provide baby with a variety of toys, such as stuffed animals or dolls, that baby can hold, talk to and play with

Observe and comment appropriately when baby looks to you for approval or disapproval before picking up something or doing something

Provide enough of a schedule or sequence of routines so baby can anticipate what will happen next. Talk about the routines and what you are doing and what will happen next



Toddler (18 to 36 months)

Allow toddler time to do things for self and acknowledge the actions

Make it easy for toddler to be successful with simple tasks, such as putting on shoes or helping to pick up toys

Acknowledge uncooperative or negative behavior as a sign of asserting oneself

Model using self talk, such as "No, no," "Not touch" or "Hot" and acknowledge toddler's attempt to manage own behavior

Give clear expectations for safe behaviors and use simple rules that toddler can understand

Acknowledge and talk about ways toddler is learning to follow routines or simple rules, such as "I like the way you hold my hand when we cross the street" or "You are being safe"



DOMAIN I: Social and Emotional Development

COMPONENT: Relationships with Other Children

INDICATORS:	<p>Shows interest in and awareness of other children</p> <p>Responds to and interacts with other children</p> <p>Begins to recognize and respond to other children's feelings and emotions</p> <p>Begins to show concern for others</p> <p>Learns social skills and eventually uses words for expressing feelings, needs and wants</p> <p>Uses imitation or pretend play to learn new roles and relationships</p>
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Examples of behaviors that show development of relationships with other children

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Watches other children from a distance or listens to other children</p> <p>Quiets down and smiles when hears name spoken by familiar person</p> <p>Starts to cry when other children in the room are crying</p> <p>Vocalizes or gets excited when near other children</p> <p>Looks at and watches another child who is crying or upset</p> <p>Imitates facial expressions during games with other children and caregiver</p>	<p>Reaches out to touch another child's face or hair</p> <p>Sits next to and plays with same toys that other children have</p> <p>Squeals with joy or runs about when other children are happy and excited</p> <p>Offers a toy to another child who is crying or upset</p> <p>Points to or asks for cup, spoon or objects that other children have</p> <p>Pretends to talk on a toy telephone to a familiar person</p>	<p>Knows the names of some other children</p> <p>Shows excitement when greeting other children</p> <p>Looks for an adult to help when another child is crying</p> <p>Shows interest or concern for another child who falls down by touching or talking to child</p> <p>Imitates tasks, such as wiping the table, that others do</p> <p>Watches other children and imitates feeding stuffed animals with pretend food</p>



Some *Caregiver* strategies for promoting relationships with other children

		
Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Hold baby while showing and talking about what other children are doing</p> <p>Call baby and other children by name and allow older children to talk, smile and laugh with baby</p> <p>Provide opportunities for play and interaction with other babies</p> <p>Put baby in a safe place to be part of the action but not overstimulated or overwhelmed</p> <p>Talk about what other children are feeling or expressing with their sounds, gestures or facial expressions</p>	<p>Provide opportunities for the baby to see, interact and play with other babies and young children</p> <p>Allow other children to talk and play with baby while you are holding baby. For example, suggest that another child bring a toy to the baby or have the baby give another child a toy to play with</p> <p>During play times, talk about what other children are doing or how they may be feeling</p> <p>Play games or sing songs where baby can imitate your sounds, tone of voice, gestures or facial expressions</p> <p>Provide baby with toys, such as dolls or stuffed animals that baby can pretend to take care of by holding, feeding, rocking or singing</p> <p>Play games or do finger plays with baby and other infants where they can imitate your actions, sounds or words</p>	<p>Provide opportunities to play with other children in a variety of settings</p> <p>Support toddler's interactions with other children and acknowledge sharing and helping behaviors</p> <p>Provide more than one of some toys or materials so toddlers can play next to and with other toddlers without always having to share or take turns</p> <p>Sing songs or do finger plays with toddler and model motions or gestures toddler can do with you while singing along or saying words</p> <p>Facilitate imitation and pretend play with toddler by providing toys, such as dolls, dishes, cars, trucks or blocks that can be used for pretend play</p> <p>Talk about what toddler is feeling and how other children may be feeling, such as why they are crying or are upset</p>





The language development and communication domain involves the development of the ability to use language to communicate with others. Infants and toddlers learn the languages of their families, cultures and communities through the **natural interaction** of caregiving and everyday experiences. The early and rapid development of the components of language, including listening and understanding, communicating and speaking, and the emergence of early literary skills and abilities is particularly fascinating to watch and understand. As infants and toddlers develop their ability to understand and use language to communicate, they also increase their skills and abilities in influencing others, which in turn affects their learning in all other domains.

Natural Interaction—caregiver talks and interacts with the child throughout the day during playtime and routines.

DOMAIN II: Language Development and Communication

Purpose: To acquire language and the ability to communicate successfully with others

COMPONENTS: Listening and Understanding
Communicating and Speaking
Emergent Literacy

Case Studies

Young Infant (Birth to 8 months)

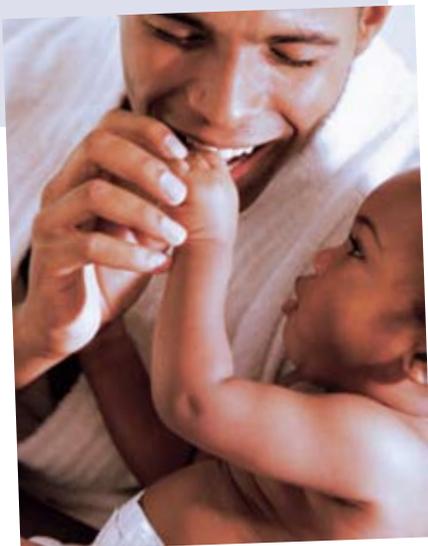


Joey, age 3 months, has started making gurgling sounds after he has been fed or when he wakes up from his nap. He likes to listen to and play with sounds and sometimes blows bubbles. Joey's father imitates Joey's sounds and joins in the bubble-making fun. Sometimes Joey imitates the new sounds that his father makes.



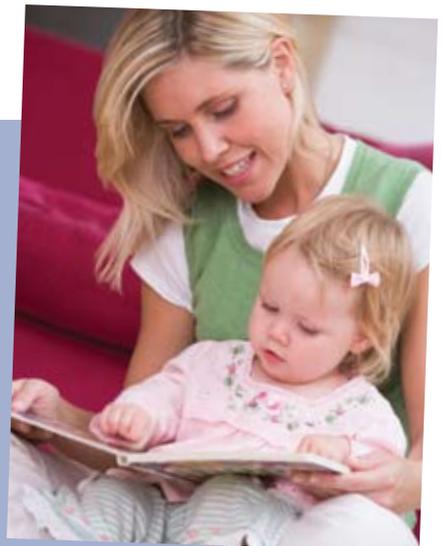
Older Infant (8 to 18 months)

Bailey's parents are learning sign language because they have noticed that Bailey, now 13 months old, imitates gestures, such as waving bye-bye. They use simple signs such as "more" and "milk" when they talk with Bailey at the table. Recently Bailey put her hands together and repeated the action and then pointed at the juice. Her father said, "Oh, you want more juice" and offered her a drink from the juice cup.



Toddler (18 to 36 months)

Brigitte, age 26 months, and her mother love to look at books together. Usually they just talk about the pictures. Sometimes Brigitte's mother tells the story in her own language even if the book is written in English. They like to visit the library to get books that her older brothers and sisters can read to Brigitte. Brigitte points to the pictures and repeats the names of what she sees. Sometimes Brigitte's sisters and brothers draw a picture or act out what they see in the story with Brigitte.



DOMAIN II: Language Development and Communication

Component: Listening and Understanding

INDICATORS:	<ul style="list-style-type: none"> Shows interest in listening to sounds Listens with interest to language of others Responds to verbal communication of others Responds to nonverbal communication of others Begins to understand gestures, words, questions or routines
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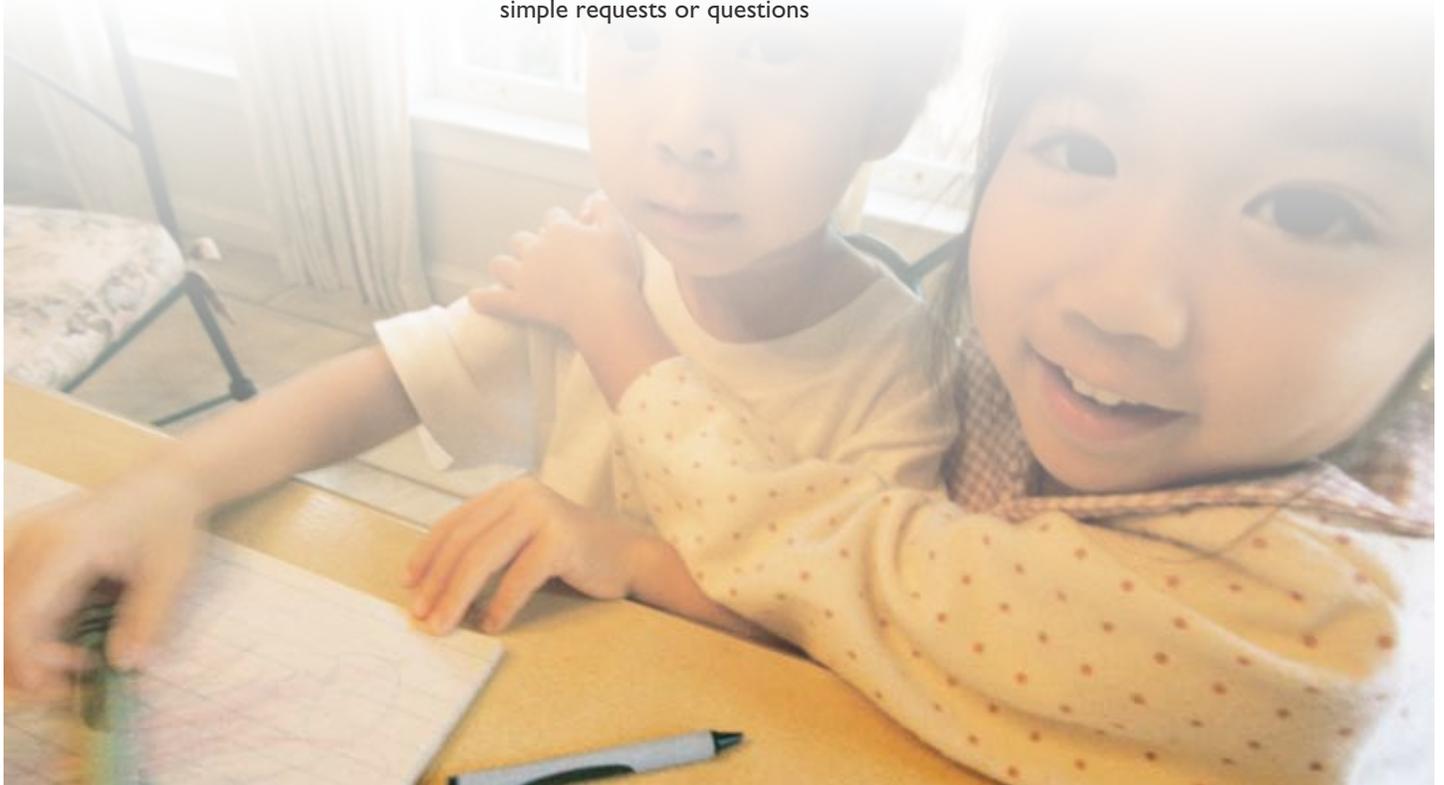
Examples of behaviors that show development of listening and understanding

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Quiets down and turns head toward a familiar voice or sound</p> <p>Watches a person’s face and hands when they are talking or gesturing</p> <p>Smiles when spoken to or when greeted with a smiling face</p> <p>Responds to tone of voice, such as becoming excited or soothed when engaged in conversation</p> <p>Lifts arms when caregiver gestures or says “Up” while picking up baby</p>	<p>Quiets down or gets excited when hears familiar voices</p> <p>Looks at person who calls baby’s name or speaks to baby</p> <p>Cries in response to sudden loud noises, angry faces or voices</p> <p>Responds with gestures or words when asked if baby wants to eat or play</p> <p>Responds with gestures or words to simple requests or questions</p> <p>Looks for ball when asked, “Where is the ball?”</p>	<p>Imitates sounds when hears noises that animals make</p> <p>Laughs when told a silly rhyme or story</p> <p>Understands when told it is time to eat by going to wash hands or coming to the table</p> <p>Comforts others who are crying or looking sad with a touch or a hug</p> <p>Follows simple one-step directions and instructions, such as “Get your coat” or “Let’s go outside”</p> <p>Shows enjoyment in sharing conversations with caregiver</p>



Some *Caregiver* strategies for promoting listening and understanding

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Talk with baby and allow baby time to respond to you, perhaps by turning to look at you, smiling or cooing</p> <p>Watch for cues that baby is attending or listening and repeat sounds, gestures or simple language</p> <p>Greet baby by name and repeatedly use the name in conversations with baby</p> <p>Notice baby's response when adults use animated voices, gestures or exaggerated facial expressions while communicating with baby</p> <p>Repeat familiar words and gestures that accompany your actions when taking care of or interacting with baby</p>	<p>Talk with, and use baby's name, in conversation</p> <p>Provide opportunities for conversations with others who have varied voices or interaction styles</p> <p>Recognize and support baby's learning of home languages and culture</p> <p>Use familiar gestures or words during routines and allow time for baby's response</p> <p>Observe baby's response to nonverbal communication of others, such as different pitch or tone of voice, gestures or body language</p> <p>Allow baby time to respond with gestures, actions, sounds or words to simple requests or questions</p>	<p>Provide opportunities for toddler to hear the sounds of birds, animals, people and the neighborhood</p> <p>Talk about what you and others are doing or saying and describe the actions and results</p> <p>Describe simple routines and repeat common requests for toddler</p> <p>Acknowledge toddler's attempts to communicate with others by listening and using words</p> <p>Use language for simple one- step directions and acknowledge toddler's responses and actions</p> <p>Share stories, games and picture books with toddler that are fun to look at, talk about or read together</p>



DOMAIN II: Language Development and Communication

Component: Communicating and Speaking

INDICATORS:	<ul style="list-style-type: none"> Uses sounds, gestures or actions to express needs and wants Uses consistent sounds, gestures or words to communicate Imitates sounds, gestures or words Uses sounds, signs or words for a variety of purposes Shows reciprocity in using language in simple conversations
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Examples of behaviors that show development of communicating and speaking

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<ul style="list-style-type: none"> Uses different types of cries for expressing hunger, discomfort, fear and other emotions Plays with making different sounds Makes sounds of pleasure and/or discomfort when caregiver is present Makes cooing sounds and other sounds of home languages Imitates vowel sounds, such as “ah” or “oh” or “oo” Smiles or vocalizes to initiate social contact with familiar caregiver Takes turns by making sounds in response to adult talking with baby 	<ul style="list-style-type: none"> Produces own sounds or babbles either by self or in response to others Imitates sounds or familiar words of home language Uses familiar gestures such as waving good-bye Uses some words or signs, such as for “bottle,” “up” or “more” Knows the name or sign for familiar objects, animals or people Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently Responds to questions or simple requests with either a nonverbal or verbal answer 	<ul style="list-style-type: none"> Shakes head or uses words to respond to “Yes” or “No” questions Imitates new words or learns new signs Repeats simple rhymes or songs Uses words or sign language to tell what is happening Uses home language with a vocabulary of 50 or more words or signs and sometimes uses two- or three-word sentences Initiates conversations, asks questions and answers questions with two- or three-word responses



Some *Caregiver* strategies for promoting communicating and speaking

		
Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>During caregiving routines, talk about what you are doing and wait for response</p> <p>Listen and watch for different types of sounds, gestures or cries that baby makes</p> <p>Imitate sounds or gestures that baby makes and allow time for baby to imitate you</p> <p>Respond to baby's cooing and babbling and converse as if baby understands everything you are saying</p> <p>Talk about what baby is doing and acknowledge efforts to communicate</p>	<p>Acknowledge baby's use of simple sounds, words or gestures to express needs</p> <p>Introduce and model new sounds, gestures or words for baby to imitate</p> <p>Play naming games with baby, such as naming animals and making the sounds of the animals</p> <p>Use new, as well as familiar, words or sign language with baby and repeat them in different contexts</p> <p>Allow sufficient time for baby to respond to questions or suggestions</p>	<p>Ask questions and allow time for either a verbal or nonverbal response</p> <p>Model using two- or three-word phrases and new words that toddler can imitate</p> <p>Make a list of toddler's vocabulary, new words and phrases</p> <p>Look for new ways toddler uses language, such as for humor or pretending</p> <p>Respond to toddler's use of words to express needs or wants</p>



DOMAIN II: Language Development and Communication

Component: Emergent Literacy

INDICATORS:	<p>Shows interest in songs, rhymes and stories</p> <p>Shows interest in photos, pictures and drawings</p> <p>Develops interest in and involvement with books and other print materials</p> <p>Begins to recognize and understand symbols</p>
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Examples of behaviors that show development of emergent literacy

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Kicks feet or moves arms in response to rhythm of music</p> <p>Looks at and attends to pictures of other babies or faces</p> <p>Looks at books, pats the pictures or brings book to mouth</p> <p>Listens and attends to repetitions of familiar words, songs or rhymes</p> <p>Hits buttons with pictures on toys to hear or reproduce sounds</p>	<p>Makes motions for familiar games, such as “pat-a-cake” or other rhymes and finger plays</p> <p>Points at or names objects, animals or people in photos, pictures and drawings</p> <p>Sings or joins in on familiar songs with caregiver</p> <p>Turns pages of books, looks at the pictures and uses sounds or words</p> <p>Makes marks on a paper with a large crayon or marker</p>	<p>Knows several simple songs, rhymes or stories</p> <p>Looks at, turns pages and names people or objects in picture books</p> <p>Brings favorite books for caregiver to read</p> <p>Makes scribbles or shapes on paper to convey meaning</p>



Some *Caregiver* strategies for promoting emergent literacy



Young Infant (Birth to 8 months)

Talk, sing, repeat rhymes, do finger plays or tell stories

Show baby pictures of family members or photos of other babies and young children

Provide cloth or cardboard picture books for baby to hold and look at

Identify and talk about familiar pictures or symbols on toys and household objects



Older Infant (8 to 18 months)

Repeat favorite songs, stories, rhymes or finger plays on a regular basis when interacting with baby

Make a photo or picture book for baby with some favorite people, animals and things

Choose books for baby that have clear, colorful pictures with simple text

Hold baby and read a variety of books over and over when baby is interested

Provide opportunities to explore and use writing materials, such as large crayons, markers and paper



Toddler (18 to 36 months)

Sing songs with motions and do simple finger plays that toddler can imitate

Talk about favorite pictures, drawings or photos and name the people and things in the pictures

Make board books available for toddler to look at, turn pages and talk about with you and others

Provide opportunities to explore writing tools, such as large crayons or markers with paper, and allow time for scribbling and drawing





The cognitive development domain includes the child's development to think and make connections. Young babies enter the world ready to learn and begin immediately to acquire and process new information. Their **sensory** systems function as a primary means of gaining information about their social and physical worlds. Through exploration and discovery they learn to understand what things are and how they work. Their amazing memory and problem-solving abilities provide infants and toddlers with new learning and understanding on a daily basis. Infants and toddlers also show increasing ability to use imitation and **symbolic** play to represent what they are learning and understanding about the world around them.

Cognitive—the mental processes of perception, memory, judgment, and reasoning.

Sensory—the learning and understanding of the world through sight, sound, taste, touch, and smell.

Symbolic—using something in the environment as something else, such as a block for a telephone.

DOMAIN III: Cognitive Development

Purpose: To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment.

COMPONENTS:	Exploration and Discovery Memory Problem Solving Imitation and Symbolic Play
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Case Studies



Young Infant (Birth to 8 months)

Luis, age 6 months, likes to reach with his hand for the toy that is hanging above his crib. He has learned that it makes an interesting sound when he hits it. Sometimes he tries to kick the toy with his feet or roll over to get closer to it. His mother changes the toy from time to time because she knows that Luis likes to repeat this action over and over.



Older Infant (8 to 18 months)

Hai, age 14 months, spends a lot of time with his grandparents who care for him while his mother and father work. Usually they come to Hai's home to take care of him and he seems comfortable in a familiar setting. Hai's mother is happy when they go to visit grandmother on the weekend and Hai gets excited, smiles and says "Nana" when he sees his familiar caregiver.



Toddler (18 to 36 months)

Sam, age 26 months, and Bobby, age 30 months, are best buddies at the family child care home they go to while their parents work. They love to play with cars and trucks. They push the cars and trucks along the floor while making motor noises and saying "Beep, beep" as they crash their cars. Their caregiver has shown them how to make a road with the blocks that they can drive their cars on. Now Sam and Bobby are making houses with the blocks and even a garage for their cars.



DOMAIN III: Cognitive Development

COMPONENT: Exploration and Discovery

INDICATORS:	<ul style="list-style-type: none"> Pays attention to people and objects Uses senses to explore people, objects and the environment Attends to colors, shapes, patterns or pictures Shows interest and curiosity in new people and objects Makes things happen and watches for results or repeats action
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Examples of behaviors that show development of exploration and discovery

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<ul style="list-style-type: none"> Focuses on caregiver's voice or face during feeding times Attends to colors and lights or notices patterns and shapes Puts almost everything in mouth to explore, touch and taste Turns head and follows with eyes when a new person enters the room Reaches toward a new toy, grasps it and explores it by turning it over and over Swipes or kicks at toy above the crib and repeats actions to make it move again and again 	<ul style="list-style-type: none"> Touches and feels person's hair or puts their hands on faces to feel skin Attends to and examines small objects, such as crumbs, bugs or pieces of paper Puts shapes in a shape box with openings, matching colors and/or shapes Reaches for adult hands to continue a game Pushes a button to turn a TV or radio on and off and repeats action 	<ul style="list-style-type: none"> Picks up leaves, rocks and sticks during a walk outside Watches intently and says names or sounds of animals at a zoo or farm Does simple puzzles with different colors and shapes Pushes riding toy or sits on it and uses feet to try to make it move Matches colors or shapes when sorting toys and other objects



Some *Caregiver* strategies for promoting exploration and discovery



Young Infant (Birth to 8 months)

Allow baby time to explore through looking, sucking, reaching and touching

Provide a variety of objects of different sizes, shapes, colors and textures for baby to look at and explore

Provide toys and experiences where baby's action gives an interesting result

Place baby in a safe area, without a lot of distractions and loud noises, for time to explore and play

Place toys near baby and allow baby to move and reach for the toys



Older Infant (8 to 18 months)

Provide a safe environment for baby to move around and explore

Allow baby to explore your face, eyes, nose, mouth, skin and hair

Provide opportunities for uninterrupted play and discovery time

Provide toys that offer possibilities for learning about size, shape and color, while using containers, stacking and nesting toys

Comment positively when baby learns a new action or skill to affect things



Toddler (18 to 36 months)

Talk about what toddler sees or hears and call attention to new and unusual actions or events

Provide toys that challenge toddler's skills, such as push and pull toys, puzzles and sorting or matching objects

Explore your surroundings with toddler and look for things that stay the same and things that change

Help toddler understand the effects of actions on others, such as using words to describe whether it hurts or feels good

Provide opportunities for toddler to explore and experience nature while on walks or visits to a park



DOMAIN III: Cognitive Development

COMPONENT: Developing Memory

INDICATORS:	<p>Shows ability to acquire and process new information</p> <p>Recognizes familiar people, places and things</p> <p>Recalls and uses information in new situations</p> <p>Searches for missing or hidden objects</p>
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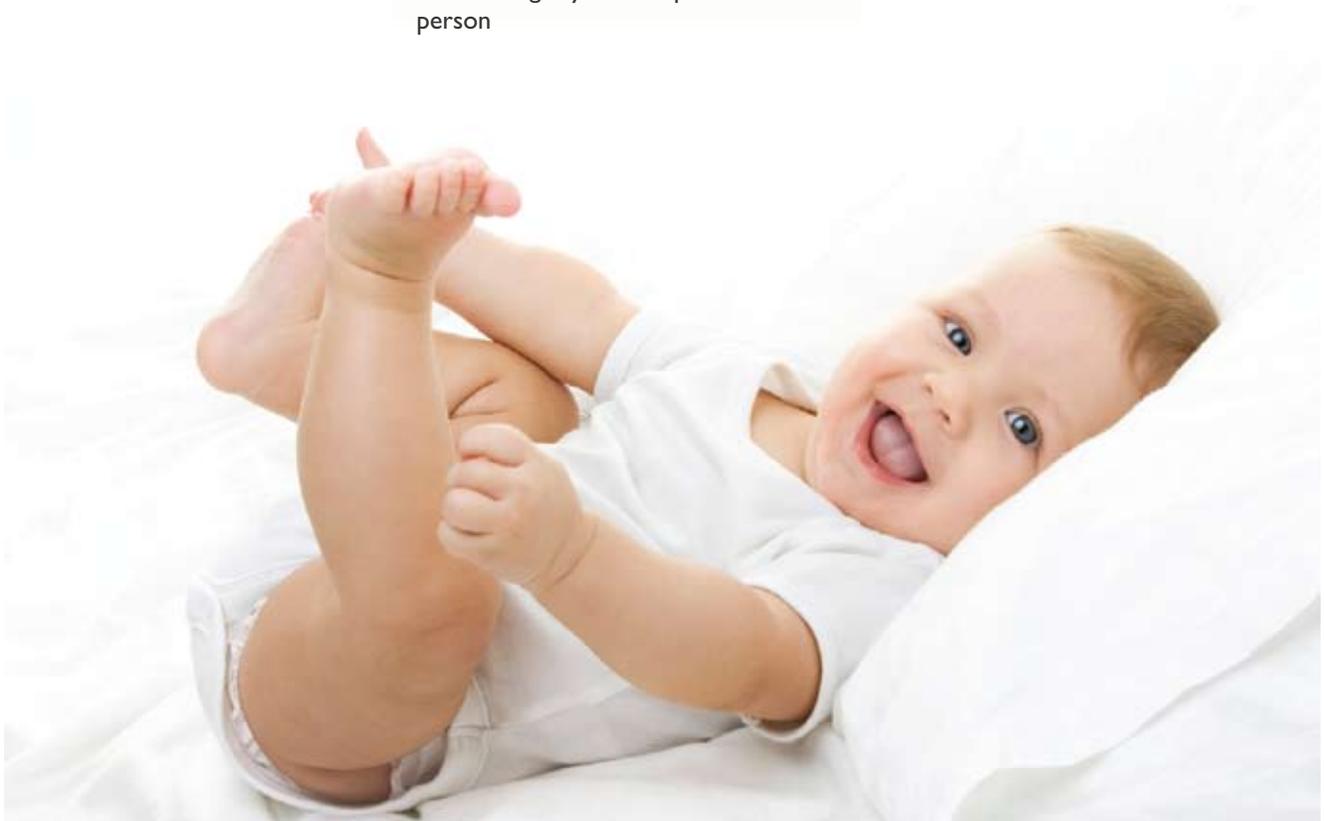
Examples of behaviors that show development of memory

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Stares intently at new faces or objects</p> <p>Smiles in recognition of familiar caregiver</p> <p>Shows excitement when a familiar person enters the room</p> <p>Shows apprehension when an unfamiliar person enters the room</p> <p>Looks for toys that have been dropped or partly covered by a blanket or other cloth</p>	<p>Brings familiar people their shoes, coat, purse or some other personal object</p> <p>Uses a blanket to cover or hide a stuffed toy or doll</p> <p>Tries to follow a cat or dog under a chair or table</p> <p>Looks for missing toy when asked, "Where is the ball?"</p> <p>Looks out the window and waits for a familiar caregiver to return</p> <p>Says or signs, "Dada" or "Mama" when hears car arrive</p>	<p>Notices when someone gets a new coat, shoes or some other item of clothing</p> <p>Looks for favorite toy where left it last</p> <p>Looks around home for a pet or calls the animal by name</p> <p>Recognizes a neighbor at a grocery store and waves or says, "Hi"</p> <p>Washes hands when it is time to eat</p> <p>Throws a ball over a sofa and then runs around behind the sofa to find where the ball went</p>



Some *Caregiver* strategies for promoting memory

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Greet baby by name, talk about and name other people or objects that are present</p> <p>Change and rearrange objects or pictures in the environment regularly to provide new sights and visual interest</p> <p>Talk about and name new people and places in the baby's social world</p> <p>Call attention to familiar and new people, places and things that you see</p> <p>Play hiding games with baby by partially hiding a toy under a blanket or cloth</p>	<p>Comment when baby notices something new, such as eyeglasses, a hat or a necklace on you or someone else</p> <p>Play games with baby that provide opportunities for turn-taking and give-and-take, such as "peek- a-boo". Watch for times when baby might repeat these games or activities in new situations and with other people</p> <p>Play hiding games with baby by placing a toy or small object under a scarf or blanket and asking, "Where did it go?" or "Where is it?" while gesturing with your hands</p> <p>Allow time for baby to look for and find missing toy, bottle, pet or other person</p>	<p>Provide a convenient place, such as a box or a shelf, for toddler to keep and find things</p> <p>Sing favorite songs over and over with toddlers and comment when they sing them on their own</p> <p>Follow established, simple routines for everyday activities, such as mealtimes or bedtimes, so toddler learns to anticipate what will happen next and starts preparing for activities independently</p> <p>Play games, such as finding missing or hidden things or people, and vary the hiding place and length of time before looking for the object</p>



DOMAIN III: Cognitive Development

COMPONENT: Problem Solving

INDICATORS:	<ul style="list-style-type: none"> Experiments with different uses for objects Shows imagination and creativity in solving problems Uses a variety of strategies to solve problems Applies knowledge to new situations
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Examples of behaviors that show development of problem solving

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Brings toy to mouth to taste it and explore it</p> <p>Hits, shakes or kicks toy to make and/or reproduce sounds</p> <p>Turns toy over and over to look at it and examine it</p> <p>Rolls over to get a toy on the other side or just out of reach</p> <p>Moves body up and down to get caregiver to continue the bouncing on caregiver's knee</p> <p>Drops toy repeatedly and waits for someone to pick it up</p>	<p>Uses a spoon to bang on the dishes or on a table to make noise</p> <p>Uses a string to pull a toy into the crib or over to play with it</p> <p>Tries many different ways, such as poking with fingers, shaking or dumping to get something out of a bottle</p> <p>Gets and leads an adult to obtain a cookie or bottle on a counter</p>	<p>Asks for names of new objects or people with, "What is that?" or "Who is that?"</p> <p>Gets a stool or chair to climb on to reach a toy or other object that is on a shelf</p> <p>Combines materials together to solve problems, such as using a stick to use to reach a ball under a chair</p> <p>Turns puzzle pieces in many different ways to complete a puzzle</p>



Some *Caregiver* strategies for promoting problem solving

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Allow baby time to explore and examine objects and new things</p> <p>Watch, but don't interrupt, when baby is busy exploring toys or other objects</p> <p>Occasionally place objects far enough away so baby has to move to get them</p> <p>Offer support and suggestions for problem solving, but do not intervene too quickly</p> <p>Comment positively on baby's attempts and successes in solving problems</p>	<p>Allow baby freedom to move and explore how things work and what baby can do with things</p> <p>Provide a variety of interesting action toys that come apart, move and can be used in many ways</p> <p>Allow baby time to play with and explore everyday household objects</p> <p>Show excitement when baby discovers new uses for familiar things, such as putting blocks in a box or pot</p> <p>When baby encounters a problem, offer suggestions and support, but do not intervene too quickly</p> <p>Notice and comment positively when baby solves a new problem or applies knowledge to new situations</p>	<p>Set up the environment to allow new and more complex ways of playing with toys and combining and using materials</p> <p>Allow toddler to choose different activities, times and ways of doing things</p> <p>Allow toddlers to show their creativity and imagination by solving problems in their own ways</p> <p>Ask questions and express wonder about a problem to help toddlers think about and remember how they solved similar problems before</p> <p>Show delight in the accomplishments, new skills and abilities that toddler has developed</p>



DOMAIN III: Cognitive Development

COMPONENT: Imitation and Symbolic Play

INDICATORS:

Observes and imitates sounds, gestures or behaviors
 Uses objects in new ways or in pretend play
 Uses imitation or pretend play to express creativity and imagination

Examples of behaviors that show development of imitation and symbolic play



Young Infant (Birth to 8 months)

Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue or opening and closing hand

Imitates faces or sounds that familiar caregiver makes

Imitates shaking or patting a toy or other object

Coos, squeals or laughs when familiar caregiver talks and plays games with baby



Older Infant (8 to 18 months)

Tries to bite into a plastic apple or other fruit that looks like a real one

Imitates adults by using a cloth to wipe the table after eating

Pretends to comb or brush their own hair using their hand or fingers

Pretends to feed doll or stuffed animal with own bottle or food



Toddler (18 to 36 months)

Uses any round object for a ball and throws it across the room

Imitates adult actions, such as putting a key in a keyhole, ringing a door bell or closing a door

Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket

Talks to stuffed animals or dolls, pretends to feed them and tells them to go to sleep or says, "Night-night"



Some *Caregiver* strategies for promoting imitation and symbolic play



Young Infant (Birth to 8 months)

Imitate baby's faces or noises and watch to see if baby imitates you

Play with familiar toys, such as shaking a rattle or patting a soft toy, and allow time for baby to imitate your actions

Play "peek-a-boo" with baby by using your hands to cover and uncover your face while saying, "peek-a-boo!"

Occasionally imitate baby's gestures, actions or behavior to see if baby imitates you and then repeat or modify the gesture, action or behavior



Older Infant (8 to 18 months)

Play games and do finger plays in which baby can imitate your gestures or motions, such as "Where is your nose?" or "Where are your eyes?"

Provide real and/or toy objects, such as a cup, spoon or telephone for pretend play

Provide opportunities for baby to express self creatively, such as walking, moving arms or legs, or dancing to music



Toddler (18 to 36 months)

Provide opportunities for pretend play with simple props for make-believe, such as dolls, stuffed animals, dishes and blocks

Model sounds that animals or cars make and observe the ways that toddler uses these sounds and toys in pretend play

Watch and comment positively about situations where toddler uses other objects to substitute or represent the real thing, such as using a stick for a fishing pole or a book for a pillow

Introduce play with sand and water and provide other sensory experiences

Try acting out different pretend roles during play, such as encouraging toddler to cook make-believe food for you and everyone pretends to eat it





The physical and motor development domain includes the physical and motor skills and abilities that emerge during the infant and toddler stages of development. These affect the young child's connections with others, with things and with their environment. They gain increasing ability to coordinate their hands, arms, legs and their whole body. They use movement to explore their environment and expand their world. The healthy growth and development of infants and toddlers is an essential part of children's overall well-being and affects all other areas of learning and development. Primary caregivers, with the support and assistance of others are responsible for ensuring that the physical, social and emotional needs of infants and toddlers are met. Basic human needs can be described as the need for love and emotional security, food, shelter and clothing. When these basic human needs are met, infants and toddlers can take full advantage of learning opportunities that will help them develop their full potential.

Motor—the muscles that are used to move the body.

Large motor development involves the arms and legs, while small motor development involves the hands and fingers.

DOMAIN IV: Physical and Motor Development

Purpose: To develop physical and motor skills and promote health and well-being.

COMPONENTS: Gross Motor Development
Fine Motor Development
Physical Health and Well-Being

Case Studies



Young Infant (Birth to 8 months)

Rosa's mother knows that it is important to always put Rosa, age 4 months, to sleep on her back. She also knows that "tummy time" is important when Rosa is awake so that she can strengthen her muscles and learn to raise her head and body with her arms to look around. Sometimes Rosa's mother rolls up a towel to put under Rosa's arms and chest to help support her body so that she can look around and reach for a toy while she is on her tummy.



Older Infant (8 to 18 months)

Tony and Anna's parents are watching closely to see which of their 12-month-old twins will walk first. Tony was eager to crawl and explore everywhere. Anna was more content to sit and play with her toys and started to crawl later. Now both babies are pulling themselves up to the furniture and soon they will start walking on their own. Tony and Anna's parents know they will have to do more "child proofing" to make the house safe for their new walkers.



Toddler (18 to 36 months)

Jon was born 2 months premature, and at 24 months of age he is small for his age and shows some delays in motor development. His parents spend a lot of time doing activities with him and work with several specialists. Jon likes to do puzzles and has several puzzles with large

knobs on each piece that are easy for him to pick up. He works hard at turning and pushing the pieces into place. Jon often claps along with his parents to show his delight at completing a puzzle.

DOMAIN IV: Physical and Motor Development

COMPONENT: Gross Motor Development

INDICATORS:	<p>Moves body, arms and legs with coordination</p> <p>Demonstrates large muscle balance, stability, control and coordination</p> <p>Develops increasing ability to change positions and move body from place to place</p> <p>Moves body with purpose to achieve a goal</p>
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Examples of behaviors that show development of gross motor development

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Turns head from side to side and makes repetitive motions with arms and legs</p> <p>Holds head up when placed on stomach</p> <p>Rolls over and over to get closer to a toy</p> <p>Uses arms and legs to move forward or backward when on stomach or back</p>	<p>Sits by self and maintains balance while playing with a toy</p> <p>Crawls on hands and knees to get a toy</p> <p>Scoots on bottom using legs to help move from place to place</p> <p>Uses furniture to pull self up from sitting to standing or lower self from standing to sitting</p> <p>Walks while holding onto furniture or people and later walks alone</p>	<p>Walks easily or runs from place to place by self</p> <p>Crawls or walks up steps and then backs down or turns and walks down by self</p> <p>Walks and sometimes runs across the room to greet people</p> <p>Jumps into puddles, piles of leaves or sandbox</p> <p>Climbs on chair or stool to reach toys and other objects that are out of reach</p> <p>Enjoys playing on swings, climbers or slides at playground</p>



Some *Caregiver* strategies for promoting gross motor development

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Always place baby on back for sleeping safely</p> <p>Allow baby to experience open spaces during playtimes, such as lying on a blanket on the floor in a safe area</p> <p>During play, sometimes place baby on back and other times on stomach to provide broader views and encourage use of legs, arms and hands</p> <p>Put baby in positions where turning or raising head and rolling from side to back or side to stomach is possible</p> <p>Observe and record when baby is able to turn over</p>	<p>Provide safe, interesting places for baby to move around and explore</p> <p>Provide close supervision as baby learns to move and explore environment, especially places, such as stairways and doorways</p> <p>Allow babies to move to get what they want, such as a toy that is out of reach</p> <p>Childproof the spaces baby will explore and remove unsafe and valuable objects</p> <p>Observe and record when baby is able to sit alone, crawl, pull self up, stand holding onto furniture, stand alone and walk alone</p>	<p>Provide space and opportunities both inside and outside for toddler to walk, run, jump and climb</p> <p>Observe toddler's increasing ability to walk, run, jump and climb with ease, balance and coordination</p> <p>Recognize toddler's physical skills that are used in solving problems, playing and interacting with others</p> <p>Provide toddler with opportunities and supervision for visits to playgrounds and parks to exercise and play on various types of equipment</p>



DOMAIN IV: Physical and Motor Development

COMPONENT: Fine Motor Development

INDICATORS:	<ul style="list-style-type: none"> Uses hands or feet to make contact with objects or people Develops small muscle control and coordination Coordinates eye and hand movements Uses different actions on objects Controls small muscles in hands when doing simple tasks
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Examples of behaviors that show development of fine motor development

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<ul style="list-style-type: none"> Hits or kicks at toy or mobile hanging over crib Grasps a finger or small toy placed in hand Looks at an object in hand while bringing it to mouth Looks at brightly colored socks while moving or kicking feet Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy Drops and puts small blocks into a container 	<ul style="list-style-type: none"> Transfers a block or other toy from hand to hand Holds two blocks, one in each hand and hits them together to make noise Uses pincher grasp with thumb and forefinger together to pick up small objects Pushes or pulls toys while standing or walking Drops or throws balls and other objects while sitting or standing 	<ul style="list-style-type: none"> Kicks or throws a ball toward another child or to an adult Stacks two or three blocks on top of each other Makes lines, circles or scribbles with a crayon on paper Pushes and pats puzzle pieces into place Digs in sand with spoon or small shovel Tears tissue paper into small pieces to glue onto paper

Some *Caregiver* strategies for promoting fine motor development

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Provide space and opportunities for baby to move legs, feet, arms and hands to kick, hit and grasp objects</p> <p>Allow baby to grasp caregiver's finger while playing</p> <p>Prepare a safe environment and remove things that are so small that they could be a choking hazard</p> <p>Place interesting objects and toys within reach for baby to look or swipe at, hit or kick</p> <p>Observe baby's eye-hand coordination when reaching for and bringing objects to mouth</p> <p>Provide opportunities for baby to practice reaching, grasping, releasing and grasping again various small objects and toys</p>	<p>Provide toys that encourage movement and action with legs, feet, arms or hands, such as toys with wheels for baby to push and pull</p> <p>Observe baby's use of hands, fingers and thumb to pick up and examine objects and to bring them to mouth</p> <p>Provide a variety of safe toys with pieces that come apart, fit together and stack</p> <p>Provide opportunities for play with toys, such as nesting cups, containers, blocks, simple puzzles, stacking rings, shapes and shape sorters</p> <p>Play games with baby that require physical actions, such as using different kinds of balls to roll, throw or kick</p>	<p>Provide opportunities for toddler to play and interact with other children</p> <p>Provide toys and materials that offer practice for fine motor skills and eye-hand coordination, such as puzzles, pegs and pegboards, blocks, construction toys, beads to string and lacing cards</p> <p>Provide toddler opportunities for sensory experiences using sand or water with toys, such as shovels and buckets, cups and spoons and other containers</p> <p>Observe the ways toddler uses musical toys, such as beating a drum, playing a xylophone or pushing down keys on a toy piano</p> <p>Allow toddler to explore drawing and using writing materials by providing large size crayons, markers and paper</p> <p>Provide materials, such as play dough or modeling clay for toddler to roll, pound and make into shapes</p>



DOMAIN IV: Physical and Motor Development

COMPONENT: Physical Health and Well-Being

INDICATORS:	<ul style="list-style-type: none"> Shows characteristics of healthy development Responds when physical needs are met Expresses physical needs nonverbally or verbally Participates in physical care routines Begins to develop self-help skills Begins to understand safe and unsafe behaviors
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Examples of behaviors that show development of physical health and well-being

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Demonstrates visual and auditory abilities to facilitate learning and development</p> <p>Startles or cries when hears sudden loud noises</p> <p>Grows proportionally according to height and weight growth charts</p> <p>Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle</p> <p>Coos, smiles or plays with caregiver after being fed or after getting a dry diaper</p> <p>Lifts arms when getting shirt put on or off</p> <p>Places hands on bottle while being fed</p>	<p>Shows appropriate gains in height and weight according to growth charts</p> <p>Splashes water on self and plays in the water during bath time</p> <p>Plays happily with toys after a nap and a snack</p> <p>Cooperates when getting physical needs met, such as getting diaper changed, nose wiped, or teeth brushed</p> <p>Asks, points or uses sign language for “More” when eating</p> <p>Responds to “Hot” or “No” and begins to not touch things when told not to</p> <p>Accepts other suggestions and redirection for unsafe behaviors or when in an unsafe situation</p>	<p>Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands and brushing teeth</p> <p>Points at, says name or uses sign language for what toddler wants to eat or drink, such as “apple” or “milk”</p> <p>Uses a spoon to feed self or drinks from a glass or cup</p> <p>Shakes head or says, “Yes” or “No” when asked, “All done?”</p> <p>Pulls at pants or gives other signs when needs to use the toilet</p> <p>Holds hands under water to be washed and later insists on washing own hands</p> <p>Learns to stop when told, “Stop” and begins to wait for an adult before crossing the street</p>



Some *Caregiver* strategies for promoting physical health and well-being

 Young Infant (Birth to 8 months)	 Older Infant (8 to 18 months)	 Toddler (18 to 36 months)
<p>Arrange for regular and periodic health and developmental exams, including vision and hearing screenings, with health care provider</p> <p>Pay attention to signs that baby can hear noises and voices and can see lights, colors and actions</p> <p>Watch and listen carefully to identify different types of cries, vocalizations, facial expressions and gestures</p> <p>Provide nutritious foods that contribute to baby's physical growth and development</p> <p>Hold baby during feeding times to provide closeness and comfort</p> <p>Encourage baby to focus on caregiving tasks and what will happen next by talking about what you are doing and what you will do next</p> <p>Move baby to another place when baby is in an unsafe situation</p>	<p>Arrange for regular doctor visits and keep baby's shots up to date</p> <p>Talk about what baby is seeing, hearing and doing or what caregiver is doing with baby</p> <p>Allow baby to use gestures, sounds and words to show wants or needs.</p> <p>Begin to offer baby small amounts of cut up cooked food, peeled fruit, crackers or cereal as "finger food" along with regular meals</p> <p>Avoid foods that could cause choking, such as grapes and pieces of hot dog</p> <p>Help baby learn safe behaviors by saying "Hot" or "No" in a firm, quiet voice and redirecting baby's attention to other activities</p>	<p>Prepare the environment and establish routines to allow toddler to begin to take care of some of own physical needs</p> <p>Offer a variety of nutritious foods and allow toddler to choose types and amounts of foods to eat</p> <p>Allow toddler to use gestures and/or spoken language to express wants or needs and to respond to questions</p> <p>Provide opportunities for toddler to develop and use self-help skills, such as feeding and dressing self</p> <p>Model, demonstrate and assist when needed, but avoid pressure if toddler shows resistance for learning or using new behaviors independently</p> <p>State clear expectations for using safe behaviors and closely supervise when toddler is in unsafe situations</p>





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